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News Summary

Articles on inside pages

Irish studies is a burgeoning field, no longer considered simply a chapter in the history or literature of England. Story on Page 7.

The federal government has announced a new policy setting forth more stringent standards for the treatment of laboratory animals. Story on Page 10.

The company that has sold the most big computers to universities is now concentrating on higher education's need for computer networks. Story on Page 17.

Foundations are being asked to reaffirm their commitment to the arts, especially through support for innovative and experimental work. Story on Page 20.

College lobbyists have sent federal lawmakers their proposals, in precise "legislative language," for rewriting the Higher Education Act of 1965. Story on Page 25.

Many U.S. colleges are offering toll-free telephone services. Story on Page 31.

Delegates to the N.C.A.A.'s special convention next month will vote on 12 proposals to change association rules. Story on Page 35.

Bir Zeit University was allowed to reopen its new campus last week after a two-month closure ordered by Israeli military authorities. Story on Page 39.

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'I DIDN'T KNOW ENGLISH'

Florida Campuses Struggle to Cope with Influx of Refugees from Cuba

By GAYNELLE EVANS

MIAMI

In halting English, Elvira Merino tells of her 14-hour boat escape in 1980 from Mariel, Cuba—and of the life she left behind. When she speaks of her frustration over trying to learn a new language and adapt to a new culture, her voice turns wistful.

"I can't go back to my country," says Mrs. Merino, 27, who has just completed an "intensive English" program at Florida International University. "I have to live here. But to hear people talk and don't understand them. . . ." Mrs. Merino pauses, searching for the correct English words. "In Cuba, I had the security of my own culture and language."

Mrs. Merino's 6-year-old daughter, Nina, who has been in this country five years, corrects her mother's English. "I learn from her," Mrs. Merino laughs. But Mrs. Merino is serious about improving her language skills enough to complete here the baccalaureate degree that she began in Cuba.

"I studied all the time in Cuba, but here I couldn't, because I didn't know English," she says.

The number of Hispanics in the State University System of Florida has increased by 65 per cent since 1980, when Premier Fidel Castro allowed some 125,000 Cubans to leave the country through the harbor in Mariel. During that time, hundreds of boats left Miami to pick up the refugees, and hundreds of other boats departed directly from the island, already filled with people. An

Continued on Page 22, Column 1

JOHN C. PHILLIPS

"In Cuba, I had the security of my own culture and language," says refugee Elvira Merino.

Colleges Explore Innovative Ways to Invest Funds

Institutions trying techniques that are sophisticated, risky

By LAWRENCE BIEMILLER

Innovative methods of institutional financing—many of them highly sophisticated and some of them moderately risky—are attracting the attention of a broader spectrum of colleges and universities.

Such methods include real-estate development, unconventional investments, tax-exempt and non-traditional borrowing arrangements, for-profit subsidiary corporations, partnerships with commercial enterprises, and agreements that provide tax benefits to individuals or corporations in return for various types of contributions.

"The financial condition of colleges is very rapidly changing," says Dan C. West, president of Arkansas College. "It's leveling off or actually decreasing. So we must start thinking about supplementing the traditional sources of income, because they will not provide enough."

Becoming Entrepreneurial

Although some of the nation's wealthiest private universities have been taking advantage of a variety of financial opportunities for years, observers say, only recently have a number of the more adventuresome small and medium-sized private institutions, as well as some public universities, begun investigating possibilities beyond traditional stock and bond markets.

Many such institutions are "becoming in a sense entrepreneurial by trying to develop assets that are presently undervalued or are not liquid," says Joseph P. O'Neill, executive director of the Conference of Small Private Colleges.

"A large number of institutions, especially the bigger ones, have become deeply involved in real-estate development," he says, explaining that real-estate prices were escalating during the late 1970's as inflation was taking its toll on endowment funds invested in stocks and bonds.

One measure of the interest institutions

Continued on Page 24, Column 1

Bill to Overturn Court's Sex-Bias Ruling Imperiled by Amendments, Exemptions

By CHERYL M. FIELDS

WASHINGTON

A bill to nullify the Supreme Court's Grove City College ruling faces an uncertain future in the House of Representatives because of proposed amendments on abortion and exemptions for church-related colleges.

House sponsors of the civil-rights legislation say they have not given up hope of passing it, but they acknowledge that the amendments could threaten the measure.

Last year the House easily passed a similar bill, but it died in the Senate after determined opposition by the Reagan Administration and other conservative opponents who charged that it would greatly expand the coverage of civil-rights laws.

Approval Had Been Expected

This year many supporters had again been anticipating relatively easy passage in the House.

But now several Republican Congressmen are sponsoring anti-abortion amendments as well as amendments that would expand the number of church-related colleges that would fall under the exemption for religiously controlled institutions already contained in Title IX of the Education Amendments of 1972.

Title IX bars sex bias in federally assisted educational programs and activities. The Supreme Court ruled last year, in a case involving Grove City College, that the

Continued on Page 27, Column 1

Bitter Ideological Dispute in South Africa Splits 2 Major Groups of Black Students

By HELEN ZILLE

CAPE TOWN

South Africa's two major black student organizations have been drawn into a bitter black-versus-black feud among ideologically divergent political groups opposed to apartheid.

In recent weeks the differences between supporters of the United Democratic Front, known as U.D.F., and the Azanian People's Organization, called AZAPO, have degenerated into bloody clashes throughout the country. Azania is the name given to South Africa by opponents of the white minority government.

The confrontations have worried many opponents of apartheid who say that divisions in their movement simply play into the hands of the government.

During a confrontation at the University of the North, a black institution near Pietersburg in the Northern Transvaal, two AZAPO supporters were severely beaten

Continued on Page 40, Column 1

FACT–FILE

1983-84 Holdings of Research Libraries in U.S., Canada

University libraries †	Overall rank ‡	Volumes in library	Volumes added	Current serials	Spending for materials*	Spending for salaries*
Harvard U.	1	10,707,266	140,026	101,000	$7,067,186	$14,932,919
U. of California at Los Angeles	2	5,150,678	181,341	80,507	5,210,844	10,793,321
U. of California at Berkeley	3	6,504,230	167,929	99,582	4,920,756	12,668,406
Yale U.	4	8,044,765	164,740	66,309	4,387,200	9,829,300
Stanford U.**	5	5,177,088	136,017	47,316	5,351,514	12,182,214
U. of Texas	6	5,209,536	151,887	67,371	6,468,425	8,904,523
U. of Illinois	7	6,615,550	203,602	93,913	4,389,205	7,454,359
U. of Toronto	8	5,040,357	183,607	43,205	4,491,332	12,125,112
Columbia U.	9	5,377,006	91,574	61,167	3,711,320	8,632,528
U. of Michigan	10	5,661,789	91,005	62,298	4,180,888	7,728,190
Cornell U.	11	4,789,127	104,478	54,461	4,236,515	7,134,332
U. of Wisconsin	12	4,390,437	108,686	48,275	4,061,696	7,707,695
U. of Washington	13	4,296,319	127,270	39,619	3,248,484	7,176,541
U. of Minnesota	14	4,127,796	90,394	45,946	3,663,283	7,381,432
Ohio State U.	15	3,892,249	112,430	28,594	4,172,343	6,567,337
Princeton U.	16	3,636,334	117,072	39,361	3,296,773	6,354,252
U. of North Carolina**	17	3,062,737	109,878	40,747	3,845,460	5,465,352
U. of British Columbia	18	2,350,101	87,891	34,689	3,245,061	8,327,502
Indiana U.	19	4,241,777	126,587	29,122	3,503,907	5,861,779
Pennsylvania St. U.**	20	2,530,401	127,463	25,870	3,205,349	6,204,596
U. of Arizona	21	2,937,183	83,476	32,892	3,639,771	4,519,463
U. of Chicago	22	4,794,104	105,743	45,978	2,549,954	5,143,550
U. of California at Davis	23	1,910,374	83,224	48,115	3,482,744	5,063,549
U. of Pennsylvania	24	3,193,015	72,039	29,716	2,501,022	5,439,189
U. of Virginia	25	2,622,969	72,905	21,652	3,104,587	4,860,478
Rutgers U.**	26	2,140,698	57,388	22,196	3,054,407	6,958,896
U. of Alberta	27	2,398,709	82,149	20,354	2,684,510	7,263,243
Howard U.	28	1,364,158	68,405	21,453	4,781,220	5,701,115
New York U.	29	2,815,357	58,887	29,454	3,060,203	5,703,954
U. of Georgia	30	2,316,499	90,409	49,599	3,095,473	3,545,825
Northwestern U.	31	3,044,725	71,625	25,571	2,583,419	5,119,859
U. of Southern Cal.	32	2,332,214	81,365	38,598	2,924,593	4,753,431
Michigan State U.	33	2,992,904	94,206	20,121	2,431,985	4,426,539
Duke U.	34	3,381,760	81,068	30,103	3,157,168	4,622,469
Arizona State U.	35	1,912,141	81,812	23,007	2,852,184	3,784,404
U. of Kansas	36	2,398,702	75,024	28,720	2,833,007	3,879,284
State U. of New York at Buffalo	37	2,250,226	68,985	22,660	2,376,963	4,108,764
U. of Iowa	38	2,578,059	83,379	30,807	3,079,409	3,557,539
U. of Florida	39	2,416,520	67,047	24,056	2,276,279	3,880,191
U. of Pittsburgh	40	2,552,031	73,900	20,012	2,259,739	4,552,928
U. of California at San Diego	41	1,632,472	64,238	29,852	2,727,372	4,399,744
Texas A&M U.	42	1,540,910	66,230	17,900	3,129,443	3,698,256
Johns Hopkins U.	43	2,432,253	38,681	17,267	2,268,077	4,028,646
Louisiana State U.	44	2,084,449	67,084	23,193	2,887,651	3,180,417
U. of California at Santa Barbara	45	1,583,613	50,695	20,237	2,312,738	4,309,717
U. of Maryland	46	1,622,626	45,448	19,357	2,446,071	4,392,360
U. of Hawaii	47	1,950,795	35,949	33,889	2,005,032	3,776,557
Syracuse U.	48	2,122,453	56,580	21,616	2,131,135	3,172,877
Massachusetts Inst. of Technology	49	1,947,072	40,698	20,318	1,733,853	4,231,341
U. of Houston	50	1,408,740	48,656	25,464	2,239,019	3,463,135
U. of Kentucky	51	1,928,058	33,426	31,257	2,167,235	3,084,574
Boston U.	52	1,495,764	45,772	26,517	2,240,239	3,258,959
McGill U.	53	2,236,653	57,164	14,438	2,115,875	5,667,221
U. of Western Ontario	54	1,541,178	79,537	18,473	2,495,359	4,413,011
U. of Cincinnati	55	1,415,841	44,818	18,525	2,207,972	4,320,271
Georgetown U.	56	1,466,066	58,847	19,143	2,261,105	3,841,563
Wayne State U.	57	1,996,618	55,270	16,138	2,373,566	3,793,920
Virginia Polytechnic Institute and St. U.	58	1,442,663	50,927	23,000	2,240,600	2,489,600
Washington U. (Mo.)	59	1,989,816	36,769	15,358	2,208,036	3,012,056
U. of Missouri	60	2,206,104	45,817	19,298	2,034,687	2,643,164
U. of Connecticut	61	1,865,136	63,925	17,166	$2,026,615	$3,552,625
U. of Rochester	62	1,969,702	54,787	12,829	1,945,796	3,114,233
York U.**	63	1,490,736	54,590	19,442	1,969,909	3,546,909
Emory U.	64	1,833,919	44,524	17,239	2,322,809	3,013,621
U. of Miami	65	1,474,762	30,180	20,030	1,930,878	3,205,558
Southern Illinois U.	66	1,800,076	43,709	19,977	1,905,635	3,402,234
Washington St. U.	67	1,364,073	37,464	32,778	1,960,750	2,903,668
Purdue U.	68	1,593,668	55,606	17,194	1,904,368	3,275,969
U. of South Carolina	69	2,059,709	54,618	17,001	1,847,574	2,580,804
Iowa State U.	70	1,553,830	55,551	20,309	2,427,101	2,742,757
Brigham Young U.	71	1,680,268	54,990	16,513	n/a	n/a
Brown U.	72	1,919,415	45,970	14,708	1,968,542	2,901,883
State U. of New York at Stony Brook	73	1,424,923	50,823	17,996	2,020,032	3,059,079
U. of California at Irvine	74	1,120,910	52,547	15,729	2,495,468	3,300,285
Vanderbilt U.	75	1,567,217	50,179	16,029	1,882,801	2,897,501
U. of Utah	76	2,076,366	30,569	14,335	1,911,763	2,616,190
U. of Colorado	77	2,009,696	37,524	21,333	1,958,223	3,128,335
Temple U.	78	1,787,130	44,535	14,401	1,558,746	3,481,630
U. of Nebraska	79	1,573,923	50,793	19,136	1,761,679	2,170,649
Tulane U.	80	1,528,875	50,872	14,573	2,214,143	2,583,943
U. of Manitoba	81	1,324,126	44,399	11,793	1,698,117	4,089,657
North Carolina St U.	82	1,138,120	45,396	17,833	2,188,156	2,568,603
U. of Oklahoma	83	2,039,620	59,067	16,621	1,856,568	2,519,924
Georgia Inst. of Tech.	84	1,780,028	118,469	28,215	1,227,678	1,582,832
U. of Tennessee	85	1,483,318	34,580	17,592	1,594,032	2,703,270
U. of Massachusetts	86	2,002,460	63,627	13,507	1,618,871	3,285,742
U. of Delaware	87	1,615,047	60,965	18,608	2,432,455	1,990,542
Queen's U.	88	1,543,643	48,047	14,248	1,995,906	3,027,799
McMaster U.	89	1,352,332	55,367	14,181	2,351,990	2,970,914
U. of Oregon	90	1,639,745	52,868	17,208	2,220,282	2,658,740
Florida State U.	91	1,578,811	29,501	20,686	1,465,151	2,477,870
U. of Waterloo	92	1,331,751	53,652	16,968	1,825,957	3,323,974
Dartmouth C.	93	1,556,380	41,382	19,101	1,768,360	2,225,893
U. of California at Riverside	94	1,161,431	39,919	13,201	1,726,632	2,641,310
U. of Alabama	95	1,569,141	47,801	13,076	2,261,340	1,698,128
State U. of New York at Albany	96	1,094,005	31,510	16,108	1,643,821	2,290,522
U. of New Mexico	97	1,170,411	44,364	9,687	1,609,539	2,366,797
Colorado State U.	98	1,401,844	44,894	16,079	1,527,806	2,372,304
U. of Saskatchewan	99	1,168,036	43,366	9,577	1,742,748	3,109,104
U. of Guelph	100	1,486,558	74,086	9,618	1,563,705	2,633,965
U. of Notre Dame	101	1,576,606	32,654	12,703	1,441,330	1,964,014
Kent State U.	102	1,523,774	39,591	8,852	825,829	2,633,104
Rice U.	103	1,189,015	42,438	10,630	1,544,340	1,983,219
Oklahoma State U.	104	1,370,164	23,286	14,702	1,197,704	1,604,345
Case Western Reserve U.	105	1,446,600	14,040	10,322	1,355,131	2,282,160

Nonuniversity libraries	Volumes in library	Volumes added	Current serials	Spending for materials*	Spending for salaries*
Boston Public Library	5,188,589	141,910	14,557	$1,703,131	$8,095,406
Canada Institute for Scientific and Technical Information Ottawa, Ontario	1,849,200	79,900	27,000	5,770,134	4,796,780
Center for Research Libraries, Chicago	3,464,622	19,355	30,540	874,882	1,047,731
Library of Congress, Washington	20,107,066	216,000	150,000	7,505,129	139,000,000
Linda Hall Library, Kansas City, Mo.	568,900	24,800	16,444	974,793	840,129
National Agricultural Library, Beltsville, Md.	1,828,615	32,221	26,000	1,200,000	4,700,000
National Library of Canada, Ottawa, Ontario	977,678	47,403	29,341	1,809,273	12,511,407
National Library of Medicine, Bethesda, Md.	1,706,553	38,976	23,111	2,165,000	10,337,000
Newberry Library, Chicago	1,380,586	8,677	6,200	248,873	1,896,332
New York Public Library, New York	5,762,912	162,099	29,905	3,235,266	9,910,992
New York State Library, Albany, N.Y.	1,910,510	30,095	19,133	1,648,900	3,458,935
Smithsonian Institution, Washington	963,260	35,785	20,976	798,830	2,738,400

† Institutions are asked to report figures for their main campus only, unless a branch campus is indicated.
‡ Based on an index developed by the Association of Research Libraries for quantitative comparisons. The index takes into account volumes held; gross number of volumes added; microforms held; current serials received; expenditures for library materials, binding, salaries and wages, other operating costs; and number of professional and nonprofessional staff members.
* Figures for Canadian libraries are expressed in U.S. dollars.
n/a Data not available.
** Includes branch campuses as well as the main campus.

SOURCE: ASSOCIATION OF RESEARCH LIBRARIES

Research Librarians' Salaries Outpace Inflation for Third Consecutive Year

By JEAN EVANGELAUF

The median salary of a librarian at a research university is $26,100 this academic year, up 4.6 per cent over 1983-84, the Association of Research Libraries has reported.

This is the third consecutive year that salary increases have outpaced inflation.

Library directors are earning an average of $63,427, with individual salaries ranging from $42,000 to $100,000 or more, according to the report of the association's annual salary survey. The average salaries of associate and assistant directors are $45,219 and $40,166, respectively.

The report, which is based on data from 104 university research libraries in the United States and Canada, includes salary information for 24 professional job categories.

The study also includes a ranking of the libraries into 10 groups, based on median salaries. In the top group, with median salaries ranging from about $33,000 to $36,000, are the Berkeley, Davis, Irvine, Los Angeles, and Santa Barbara campuses of the University of California, and Rutgers and Stanford Universities.

Over all, 37 per cent of the university librarians are men. However, they hold the top administrative positions in disproportionate numbers, accounting for 80 per cent of the directors, 48 per cent of the associate directors, and 52 per cent of the assistant directors.

The salary figures show that when the number of years of job experience are considered, men earn more than women. For example, men with four to seven years of experience earn about 6 per cent more than women with comparable experience.

Among other statistics:

► The median starting salary for a beginning librarian is $16,500.

► Heads of reference departments earn an average of $31,515, while the heads of the cataloging and acquisitions departments earn $32,889, and $30,990, respectively.

► Nearly 10 per cent of the professional staff members at the U. S. university libraries surveyed are members of minority groups.

► Librarians at private institutions earn 2.6 per cent more than those at public institutions in the United States.

Over all, the 104 university libraries surveyed employ 7,161 professional staff members.

Professionals account for one-quarter of the total staff of the typical research library, according to another association study, *ARL Statistics 1983-84*. Student assistants account for another quarter, and the rest are non-professional staff members.

From 1974-75 to 1983-84, the share of library budgets going to salaries declined from 58 per cent to 53 per cent, according to *ARL Statistics*. The share spent on library materials increased from 31 per cent to 33 per cent, while the share for expenditures on other items increased from 11 per cent to 14 per cent.

The figures on 10-year changes are based on data from 84 libraries. The salary figures are for staff members working in main university libraries, excluding law and medical libraries.

ARL Salary Survey, 1984 and *ARL Statistics 1983-84*, are available from the Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington 20036. The price of each is $8 for association members and $10 for others.

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News Summary

Articles on inside pages

Romance novels are not as reactionary as many feminists have charged, a professor at the University of Pennsylvania argues in a new book. Story on Page 5.

The Sea Semester offers students an intensive 12-week course in marine science and seamanship. Story on Page 12.

Lawmakers are sifting through pages of recommendations on how the Higher Education Act should be revised. Story on Page 23.

President Reagan reportedly has backed off from several proposed revisions in the tax code that drew sharp criticism from colleges. Story on Page 23.

The controversial chairman of the advisory council of the National Institute of Education has resigned, calling the agency a "malevolent enterprise." Story on Page 23.

The basketball program at Memphis State University, already under fire for alleged links to gamblers, was criticized last week by the N.A.A.C.P. Story on Page 31.

François Mitterrand, President of France, has endorsed the establishment of an "open university" to provide a national system of continuing education. Story on Page 35.

Scandals involving "off-shore" medical schools have not hurt the enrollment of Americans at Mexico's Autonomous University of Guadalajara. Story on Page 35.

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FOE OF APARTHEID HONORED AT COMMENCEMENT

WIDE WORLD

New York's Gov. Mario Cuomo, left, greets South African Bishop Desmond Tutu before both men received honorary degrees from the U. of Rochester. A behind-the-scenes view of ceremonies at Beloit College begins on Page 27.

Johns Hopkins Medical School Abandons Test

Fighting 'pre-med syndrome' among applicants, it says

By LAWRENCE BIEMILLER

BALTIMORE

The Johns Hopkins University, in what its administrators say is an effort to combat "pre-med syndrome," has decided to abandon a requirement that students seeking admission to its medical school take the standardized Medical College Admission Test.

The school's dean, Richard S. Ross, said he hoped other institutions would also "make the M.C.A.T. optional and send a powerful signal that medical schools mean what they say about wanting applicants with a broad general education."

The six-part M.C.A.T., which is sponsored by the Association of American Medical Colleges, measures students' knowledge of biology, chemistry, and physics, in addition to testing their skills at reading, problem-solving, and quantitative analysis.

Science at Expense of Humanities

Johns Hopkins officials said too many college students attempted to improve their performance on the test by taking science courses at the expense of those in the humanities, by avoiding extracurricular activities, and by otherwise shortchanging themselves in their undergraduate years.

"They know that the higher the M.C.A.T. score, the more likely is the student to be admitted to medical schools," said Dr. Ross. "Furthermore, they believe that the more science the student takes, the higher will be his M.C.A.T. score. Therefore, no matter what the schools say about the need for broad general education, the students will take more science."

Dr. Ross's criticisms echoed those of a

Continued on Page 18, Column 1

Business Schools Urged to Alter Curricula, Train Managers to Cope with Change

By JEAN EVANGELAUF

WASHINGTON

University business schools must revamp their curricula to train managers who are more broadly educated, flexible enough to cope with change, and better able to communicate, a group of corporate and academic leaders says in a report being released this week.

Such managers are needed to deal with the international scope of economic activity, the radical changes in production techniques, the increasing number of women and minority-group members in the work force, and the growing public insistence on corporate accountability, says the Business–Higher Education Forum.

The forum, which is affiliated with the American Council on Education, comprises top officials of 52 corporations and 42 colleges and universities.

Communications Skills Stressed

In addition to reforming their curricula, business schools should review their promotion policies and strengthen their career-counseling services, the panel says.

The core curriculum at most business schools should be expanded from the basics of marketing, finance, production, and accounting to include the political, environmental, ethical, and technological aspects of management, the report says.

Business schools should seek to insure that their graduates are competent in oral and written communication, even if the students entered business programs with poor communications skills, the panel says. "This extraordinary challenge cannot be effectively implemented merely by special courses in communications skills alone," the report says. "It requires efforts by all faculty in every course."

Too few business schools teach the in-

Continued on Page 18, Column 1

STANFORD TRUSTEES PRESSED ON INVESTMENTS

EDWARD W. SOUZA, STANFORD UNIVERSITY

Despite widespread protests demanding that trustees cease investing university funds in companies that do business in South Africa, few institutions have actually done so. Above, one such protest at Stanford U. See Page 16.

28 Pct. in Survey Say Alcohol Problems Have Decreased

By ZOË INGALLS

A surprisingly large number of college officials believe that alcohol-related problems on their campuses are decreasing, according to a study by two student-affairs administrators.

The study found that while 30 per cent of the administrators surveyed believed that alcohol-related problems had increased, almost as many—28 per cent—believe they had decreased.

The findings ran counter to the generally accepted view that drinking and alcohol abuse by students are on the rise.

More than half the administrators said they believed the minimum legal drinking age should be 21 or higher, while about one-quarter preferred a minimum age of 18.

The "College Alcohol Survey" was conducted by David S. Anderson, director of the department of residence life at Ohio University, and Angelo F. Gadaleto, director of the counseling center at Radford University, who sent questionnaires to 330 colleges. Officials at 202 colleges—61 per cent—completed and returned the questionnaires.

How College Administrators' Views on Alcohol Have Changed in 6 Years

	1979	1985
A non-alcoholic beverage is required at public functions at which alcohol is served.	54%	86%
Food must be served at public functions at which alcohol is served.	24%	71%
It is permissible for alcohol to be advertised as the primary focus of an event.	49%	13%
Campus has alcohol-education and abuse-prevention efforts.	69%	88%
Campus has a group effort, such as a task force or committee, that focuses on alcohol-education issues.	37%	64%
Campus has an individual designated to serve as alcohol-education coordinator.	14%	48%
Over the last several years, alcohol-related problems on the campus have:		
Increased	54%	30%
Remained the same	39%	42%
Decreased	7%	28%

How administrators think students would be affected by raising the legal drinking age to 21

	Great increase	Some increase	No effect	Some decrease	Great decrease
Abusive drinking	5%	20%	40%	33%	2%
Frequency of drinking	3%	9%	42%	42%	4%
Drunk driving	4%	23%	21%	45%	7%
Drinking in uncontrolled settings (private meetings)	32%	35%	21%	11%	1%
Use of false identification to purchase alcohol	35%	42%	16%	5%	2%
Use of marijuana	4%	21%	72%	3%	0%
Use of drugs other than marijuana	2%	20%	74%	3%	1%
Academic success	1%	31%	61%	6%	1%
Retention of students	1%	27%	63%	9%	0%
Alcohol-education and abuse-prevention efforts on the campus	8%	39%	38%	15%	0%

88 Pct. Have Programs

The 1985 survey repeated many of the questions asked in similar surveys conducted in 1979 and 1982, also by Mr. Anderson and Mr. Gadaleto.

Among the other findings:

► Eighty-eight per cent of the administrators said there were alcohol-education and prevention programs on their campuses, compared to 79 per cent in 1982. Forty-eight per cent of the institutions have designated someone as an alcohol-education specialist—up from 14 per cent in 1979.

► Sixty-four per cent of the institutions have a task force or committee whose focus is alcohol education and prevention—up from 37 per cent in 1979.

► Eighty-six per cent of the administrators said their institutions required an alternative, non-alcoholic beverage at public functions when alcohol is served—up from 54 per cent in 1979—and 71 per cent said food must be served at such functions—up from 24 per cent.

► Only 13 per cent of the administrators said their institutions permitted the advertising of alcohol as the primary focus of an event—down from 49 per cent in 1979.

► When a student is having trouble academically, alcohol is involved, on the average, 29 per cent of the time. Similarly, alcohol is involved about 21 per cent of the time when a student drops out.

► When drinking is involved in an infraction of the university's rules, the sanctions applied include an alcohol-education program at 55 per cent of the colleges surveyed. The sanctions are more stringent for alcohol-related cases than for others at 31 per cent of the colleges.

► Student residence-hall advisers are trained to deal with students who have drinking problems at 69 per cent of the colleges.

The most negative effects of laws increasing the legal drinking age to 21 will be drinking in uncontrolled settings, such as private parties, and the use of false identification by underage students to purchase alcohol, the administrators said. On the positive side, 35 per cent said they believed that a drinking age of 21 would reduce abusive drinking, 46 per cent thought it would make students drink less often, and 52 per cent believed it would reduce drunken driving.

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cepted the university's offer, the spokesman said last week, and they are expected to remain on the campus until sometime in July. Temple's spring semester had ended when the MOVE episode began, he said.

Rodin Sculpture Stolen from Stanford Museum

A small sculpture by August Rodin valued at $2,500 has been stolen from the Stanford University Museum of Art, campus police reported last week.

The 18-inch high sculpture, "Jean de Fiennes," was taken by cutting a cable attached to it. The theft took place during construction in the museum at a time when security had been reduced.

Student Expelled by MIT Sues for $1-Million

A doctoral student in civil engineering at the Massachusetts Institute of Technology who was expelled after a fight with another student has sued the institute for $1-million.

In a suit filed in Middlesex Superior Court, Jeffrey W. Buckholz charged M.I.T. with arbitrary and unfair expulsion and 10 other violations of his rights.

The suit alleged that M.I.T. went ahead with the expulsion after Mr. Buckholz and the other student had reached a settlement in the incident and criminal charges against Mr. Buckholz had been dropped.

M.I.T. officials declined to comment.

Notes

Rochester Institute of Technology, which took over Eisenhower College in 1979 in an unsuccessful effort to save it, has turned over the 286-acre campus to the U.S. government in return for forgiveness of $9-million in federal loans to the college. . . . Morehouse School of Medicine, one of three black medical schools in the country, had its accreditation upgraded from "provisional" to "full" by the Liaison Committee on Medical Education, several days before the 21 members of its first graduating class received their degrees.

New York U. Will Create Its Own Alumni Office, Eliminate Financial Aid to Independent Group

NEW YORK

Officials of New York University and its independent alumni association have worked out a preliminary agreement that calls for substantial changes in the association's functions and its relationship with the university, including the elimination of all financial support.

Beginning September 1, the N.Y.U. Alumni Federation, which has been responsible for general alumni fund-raising and alumni affairs for the university since 1925, will concentrate on raising funds only for special projects. In addition, the university will end its financial support of the federation, which this year amounted to $2.7-million in money and services, according to a memorandum from the university's president and trustees to members of the federation's board.

The university will establish its own alumni office, which along with the deans of the various colleges and schools, will conduct general fund-raising and alumni-relations activities.

Naomi Levine, the university's vice-president for external affairs, said the changes had come about because "there was a general feeling by the university that the deans and colleges could play a more effective role in alumni relations and fund-raising."

Earlier in the year, the university requested that the federation give up its autonomy and that the director of the federation report to the president, to "provide for improved accountability" and "better oversight of the administration of activities that use the name of New York University," according to the memorandum.

Rather than agree to that request, the federation opted to "become operationally independent from the university" by September 1, the beginning of a new fiscal year.

The Alumni Federation and the university plan to make a joint public announcement of the changes to alumni next month.

—ZOË INGALLS

Notes on . . . Foreign Languages

Public four-year colleges and universities in Virginia should require foreign languages for both admission and graduation, according to a panel that has completed an 18-month study of the teaching of foreign languages in state institutions.

The Task Force on Foreign Languages, appointed in 1983 by Virginia's Council of Higher Education, said institutions of higher education should require entering students to have taken either two years of each of two foreign languages or, preferably, three years of one foreign language. For graduation, it recommended that the colleges require two years of a foreign language for all students in bachelor's-degree programs.

In a report submitted this month to the council, the panel said that "a few senior colleges require foreign-language study for all students, but most require it only of the dwindling minority of students enrolled in the bachelor of arts degree."

Of public two-year colleges, it said, "A few—mostly those serving urban, mobile, affluent, and highly educated populations—provide an excellent variety of foreign language offerings. Most, however, either significantly downgrade foreign-language study in their curricula or ignore the discipline altogether."

Among other things, the panel recommended that:

► "A multi-cultural and international perspective be incorporated not only in the lower-level foreign language curriculum but also in all curricula in Virginia's public institutions."

► "One or more center(s) of excellence in foreign-language instruction be established to support the continued improvement and vitality of the foreign-language disciplines."

The group said state colleges must "join the national trend toward increased emphasis on foreign-language study. They must adopt and publicize foreign-language requirements for entrance and graduation.

"More offerings of less traditional languages will be needed, and the foreign-language programs will have to articulate with the secondary schools, business, and industry."

The 14-member panel was chaired by Jack Kolbert, chairman of the division of humanities and social sciences at Piedmont Virginia Community College, and John E. Molnar, coordinator of institutional approval and library planning at the state Council of Higher Education.

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A consortium has been established for educators, researchers, and business people interested in using advanced technologies in the teaching of foreign languages.

Known as the Computer Assisted Language Learning and Instruction Consortium—CALICO—the group will serve as a clearinghouse for information on such issues as course development and machine-assisted translation.

Information on the consortium may be obtained from CALICO, 3078 JKHB, Brigham Young University, Provo, Utah 84602.

—MALCOLM G. SCULLY